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ABSTRACT

This guide, one of a series for various grade levels, contains Some Essential Learner Ouctomes (SELOs) for career education in high schools in Minnesota. (The SELOs are selected samples of knowledge statements considered as essential learning outcomes for students in each of the subject areas taught in schools.) These SELOs for the senior high grades are organized as seven management tasks, as follows: (1) reality testing of a self-concept; (2) awareness of preferred life styles; (3) reformulation of tentative career goals; (4) increasing familiarity with work settings and occupations; (5) acquiring knowledge of educational and vocational paths; (6) clarification of the decision-making process as related to self; and (7) commitment with tentativeness within a changing world. Each management task contains several performance objectives (e.g., "describe the ways in which one's career choice may affect future life styles"), further refined into enabling objectives (learning activities) such as "examine labor force data on women and men in different occupations." The guide also contains a map of the educational cooperative service units in Minnesota and background information on the Minnesota Five-Year Career Education Plan. (KC)

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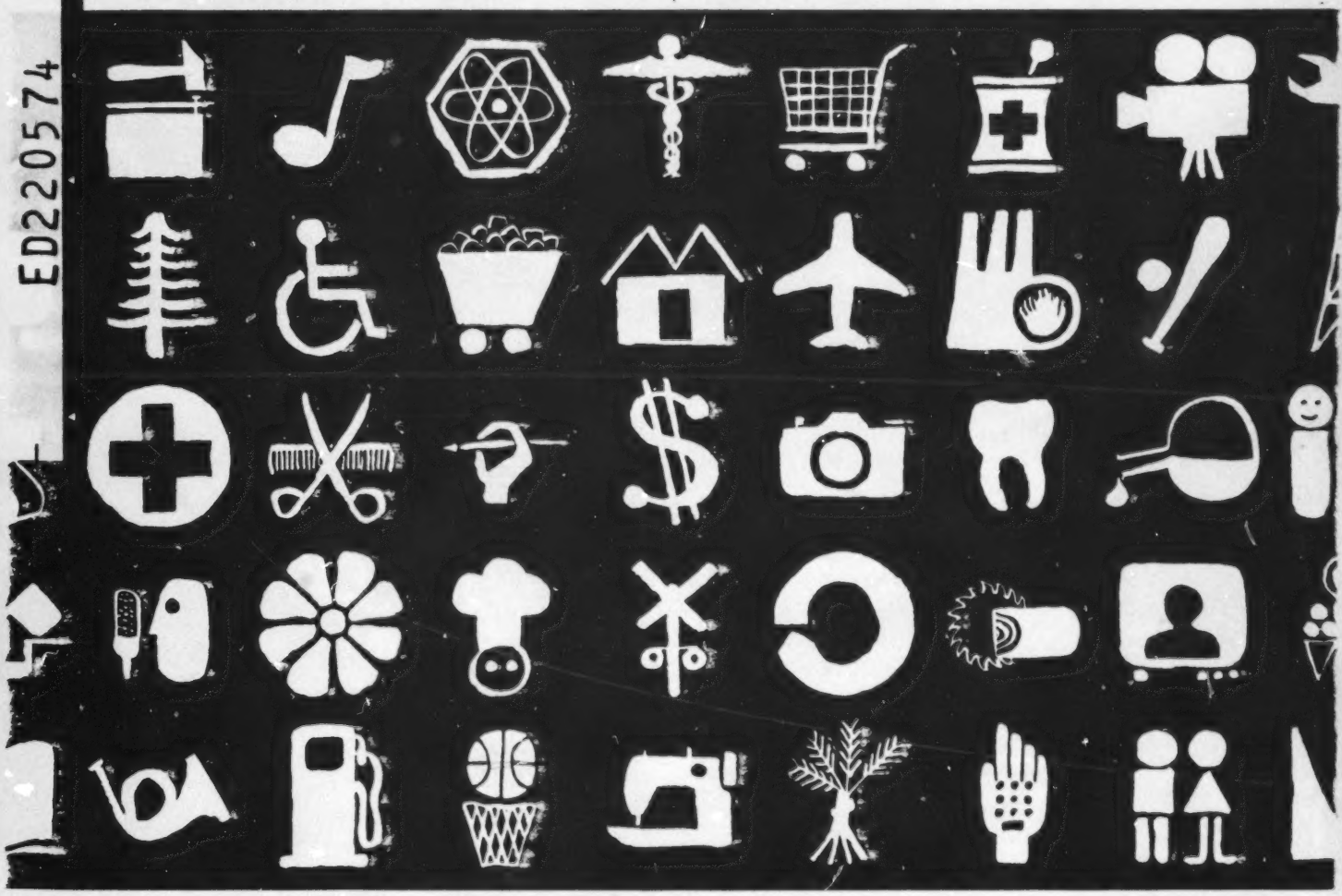

Some Essential Learner Outcomes

Senior High Grades 10, 11, 12

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MT 1: Reality Testing of a Self Concept

PO#1 Describes one's own abilities, aptitudes, and other personal resources in relation to the requirements for preferred occupations.
- EO#1 Identifies both actual and potential personal resources.
- EO#2 Describes the physical, mental, social, economic and educational requirements of one's preferred occupations.

PO#2 Describes the social roles and social demands one must fulfill for successful performance in preferred occupation(s).
- EO#1 Identifies the value one places on personal endeavor and achievement compared to societal values.
- EO#2 Describes the roles of various workers in one's preferred occupation(s) noting the similarities and differences in how they perform and how successful they are.
- EO#3 Describes the multiple roles one may fill and ways in which they affect and may be affected by occupational preference.

PO#3 Demonstrates success in coping with new social and work roles.
- EO#1 Copes with authority exercised by others in ways which lead to effective realization of one's own personal goals.
- EO#2 Handles one's own position of authority in the work environment in ways which lead to effective realization of personal goals and development of others.

MT 2: Awareness of Preferred Life Styles

PO#1 Makes explicit one's own life style needs and priorities at this point in time.
- EO#1 Describes how self characteristic relate to the responsibilities and tasks of preferred occupation(s).
- EO#2 Identifies life style needs which may be in conflict with the demands of preferred occupation(s) and assigns them a priority ranking.
- EO#3 Identifies several life patterns which might be followed by women and men.
- EO#4 Discusses the significance of each in regard to the personal development and family life of men and women.
- EO#5 Identifies from a variety of life styles those which seem most compatible with personal characteristics and needs.
- EO#6 Projects consequences of preferred life style on family, leisure, and significant others.

PO#2 Describes the ways in which one's career choice may affect future life style.
- EO#1 Describes life styles and ways of living associated with a few occupations in the broad occupational area or areas of one's choice.
- EO#2 Describes how different occupations and work settings vary in the degree of personal freedom to define one's role and activities.
- EO#3 Explains how a vocation may contribute to a balanced and productive life.

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MT 3: Reformulation of Tentative Career Goals

PO#1 Studies and projects a career plan that will enable one to pursue an occupation which will fulfill the personal needs and values one considers most important.
- EO#1 Describes how the image one holds of a preferred occupation relates to information one receives through occupational literature and real contacts with workers.
- EO#2 Seeks information about the way one's preferred occupation(s) may affect life style.
- EO#3 Describes power and authority relationships characteristic of preferred work setting and occupation.
- EO#4 Identifies 3 work environments compatible with one's needs.

PO#2 Describes how one's preferred occupation can be a source of satisfaction and human expression of self.
- EO#1 Describes the ways in which one's preferred work contributes to the welfare of society.
- EO#2 Identifies personal qualities which can be developed and expressed through one's work.

MT 4: Increasing Familiarity with Work Settings and Occupations.

PO#1 Describes the interdependency of all workers and work talents in contributing to the well-being of the community.
- EO#1 Describes the roles required of workers in various occupations and assesses the compromises involved in performing these roles.
- EO#2 Investigates and discusses the ways in which management, labor and government interact to influence work life.
- EO#3 Demonstrates the ability to depend on others and to be depended upon in the work environment.

PO#2 Describes work as a principal instrument for coping with and changing one's own environment.
- EO#1 Describes changes within the modern work society which have affected the traditional division of labor by sex.
- EO#2 Describes how one can work for social change within one's preferred occupation(s).
- EO#3 Identifies outcomes of one's work which assist one in coping with the environment.
- EO#4 Identifies discriminatory practices in the work environment which one might help to change.
- EO#5 Describes men's and women's changing roles in the labor force.
- EO#6 Lists five career-family or life style patterns open to women and men.
- EO#7 Examines labor force data on women and men in different occupations.

PO#3 Selects potential employers and locates suitable job opportunities.
- EO#1 Describes the roles required of workers in one's preferred occupations and identifies compromises one would have to make to fulfill those roles.
- EO#2 Elicits information about what persons with experience and training in one's preferred occupations are receiving as compensation.

PO#4 Describes the social significance of the work contribution of both men and women.
- EO#1 Participates in and observes situations in which women and men are found in roles other than traditional ones.
- EO#2 Gathers information concerning vocational opportunities for women and men in various areas of work.

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MT 5: Acquiring Knowledge of Educational and Vocational Paths

PO#1 Describes the quality of education, job training, or work experience necessary in preparation for a preferred occupation.
- EO#1 Seeks information concerning the content and requirements of educational and training courses that may facilitate occupational goals.
- EO#2 Identifies sources of financial aid for further education or training and the requirements or restrictions of specific assistance.
- EO#3 Interprets census and occupational outlook data and draws conclusions about employment trends in various occupations.
- EO#4 Identifies the various job ladder or career progression possibilities of a few jobs in several broad occupational areas.

PO#2 Seeks information about what skills are needed to get a job.
- EO#1 Identifies skills necessary for success in preferred occupation(s).
- EO#2 Identifies and practices appropriate behavior for an employment interview.
- EO#3 Identifies information that should be included in a resume and/or application form.

MT 6: Clarification of the Decision-Making Process as Related to Self

PO#1 Projects and describes the factors which may influence one's career decisions.
- EO#1 Compares immediate rewards with long-term rewards in several occupations.
- EO#2 Describes potential economic opportunities in relation to personal satisfactions in considering different occupations.
- EO#3 Identifies alternatives and possible outcomes of each.
- EO#4 Projects the potential satisfactions of preferred occupations in relation to priority values and needs.
- EO#5 Identifies alternate or "back-up" occupations if first preferences do not work out.

PO#2 Accepts responsibility for making occupational choices and moving towards occupational goals.
- EO#1 Predicts the effect one's career decisions may have upon significant others.
- EO#2 Identifies the personal compromises one may have to make in order to attain one's preferred occupational goals.

MT 7: Commitment with Tentativeness within a Changing World

PO#1 Identifies the changing meanings of work over time and between cultures.
- EO#1 Examines social and economic trends for their potential effect upon broad occupational fields and upon opportunities within preferred occupations.
- EO#2 Describes how a person's career may be a means to effect social change.
- EO#3 Examines different career patterns of women and men and their potential effect on family patterns and life styles.
- EO#4 Compares the work ethic at the turn of the century with contemporary work ethic(s).

PO#2 Makes career plans which take into account the fact that technology and automation influence change and may create the need for transferable skills.
- EO#1 Describes the extent to which technological change may affect the employment opportunities and role requirements of preferred occupation(s).
- EO#2 Identifies skills or knowledge utilized in the preferred occupation(s) which may transfer to another occupation.

PO#3 Identifies the possible sources of the attitudes toward women and men held by oneself and the society in which one lives.
- EO#1 Reads and discusses relevant literature dealing with women and men, their traditional roles, and their place in the world of work.
- EO#2 Discovers elements within our culture which have contributed to the continuance of the traditional view of women and men.
- EO#3 Investigates the opinions that contemporary women and men hold of themselves and their place in work and family.
- EO#4 Examines the ways in which roles in work, family, and leisure are interrelated in the lives of both women and men.

Guide:
MT — Management Task
PO — Performance Objective
EO — Enabling Objective

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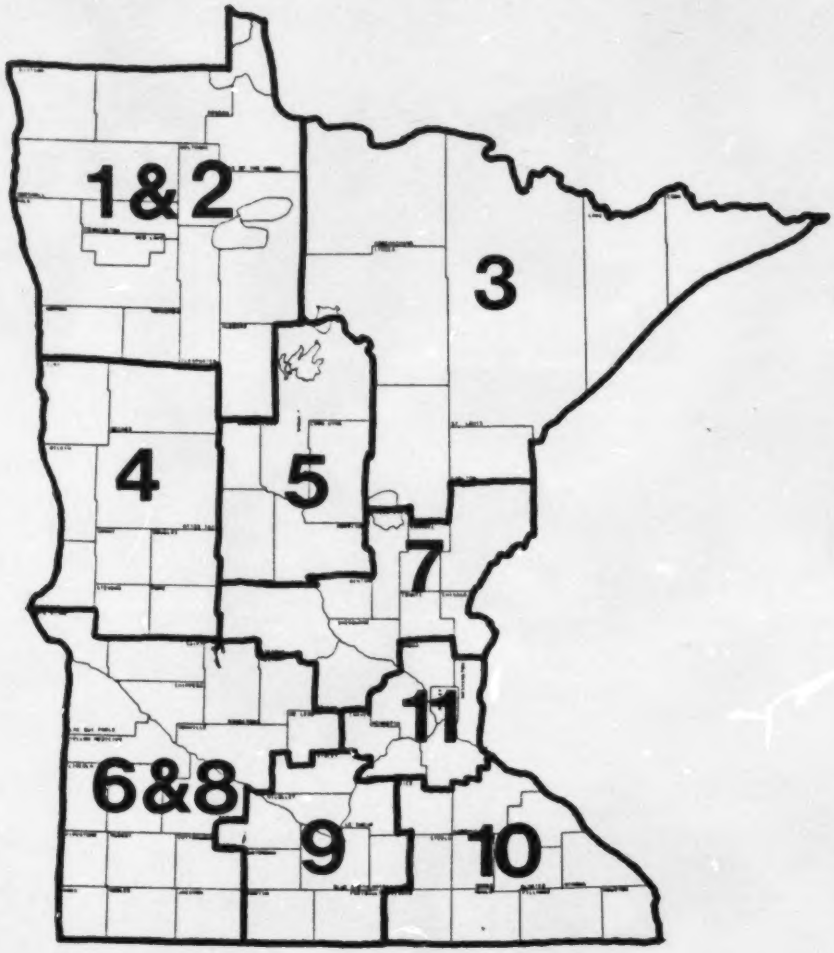
March, 1981



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A study was undertaken by the Minnesota Department of Education in December 1978. Its purpose was to determine what Minnesota high school seniors perceive their guidance needs to be, and how well they are satisfied with the degree to which those needs have been met. The instrument used to assess the needs was the American College Testing's "River City High School Guidance Services Needs Assessment Survey". The survey measured student response on 67 need items, which were then divided into 18 need categories for manageable reference:

1. Understanding and Accepting Self
2. Developing Responsibility for Self
3. Understanding Others
4. Being Understood by Others
5. Relating to Others
6. Clarifying Values
7. Assessing Self
8. Understanding Sexual Identity
9. Understanding Other Students' Identities
10. Making Decisions
11. Developing Career Awareness
12. Exploring Careers
13. Selecting Courses and Making Educational Plans
14. Making Plans Beyond Graduation
15. Planning Careers
16. Finding Jobs and Careers
17. Understanding the Guidance Program
18. Basic Skills

The Sample

The total sample consisted of 10% of the seniors from half of the schools within each of Minnesota's eleven planning regions (see map). The return was about 80%, yielding a total sample of 3,130 students, or 4.4% of the senior class population in the state. The resulting data were studied by region, by sex and by size of school.

Outcomes

A need index and a (dis)satisfaction index were computed for each need item and category. These two variables were used together to determine the priority of need items and categories. The following results were obtained:

- The top three priority categories for the total sample were **Exploring Careers, Making Plans Beyond Graduation** and **Finding Jobs and Careers.** The same three categories were top priority for all subsamples: region, sex and size of school.
- **Planning Careers** was a low priority category among students, indicating a lack of awareness that career search needs to be an active process of research, not merely a passive exposure to a number of jobs.
- Categories of moderate priority to students were **Assessing Self, Developing Career Awareness** and to a lesser degree, **Understanding the Guidance System.**
- There was virtually no difference between the expressed guidance needs of the young women and those of the young men.
- The need "to know more about financial aid for continuing education beyond graduation" was the single highest ranking need item in the study.
- "To do an in-depth exploration of jobs which relate to my interests and abilities" was the need item for which students registered the highest degree of dissatisfaction.
- **Although Basic Skills** showed up as a low priority category among students, the item "to read faster" (from the **Basic Skills** category) was a top priority by itself.

In July 1979, Minnesota received $333,735 to meet some of these needs. These monies constituted the first year funding of a five year program called the Career Education Incentive Act (PL95-207). The legislation was designed for:

- making education a preparation for work;
- relating work roles to other life roles and choices (such as family life);
- increasing emphasis on career awareness, exploration, decision making and planning;
- doing the above in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping on account of race, sex, age, economic status or handicap.

The Career Education Incentive Act states that 5% of its funds may be used for State administration, 10% for State leadership with the remainder to be used as flow-through. It further states the 15% of the flow-through money must be used for career guidance and counseling activities.

Because of the limited funds available, the Minnesota Career Education Task Force recommended that funds be allocated to the Educational Cooperative Service Unit (ECSU) in each planning region (see map) to serve the needs of the schools in that area. Each ECSU is eligible to receive an equal proportional amount, with the Metro ECSU and the Southwest ECSU counting as two because they each serve two planning regions.

First priority for funding was given to ECSU proposals. All ECSUs chose to participate in the program. Criteria for funding was based on the plan's identification of regional career education needs and how the plan proposed to meet those needs. The legislation states that criteria must also consider the availability of ECSU services to all schools, public and non-public, regardless of whether the schools are members of an ECSU. Each ECSU plan must also specify activities designed to reduce or eliminate bias and stereotyping.

Local districts who desire to be involved in the program should contact their ECSU for more information. Please address correspondence with with attention: **Career Education.**

SELOs are a series of documents published by the Minnesota State Department of Education. They contain selected samples of knowledge statements considered as some essential learning outcomes for students in each of the subject matter areas taught in schools. These samples were chosen by groups of Minnesota educators in each discipline.

How Can SELOs be Used

Districts. Districts are charged to meet the requirements of Minnesota law in Chapter 271 which requires planning, evaluating and reporting to the public. The SELOs will be helpful to districts as they look at their educational plan.

Districts differ in whether they already have established goals and objectives, would like to develop their own goals and objectives, or are looking for some ready-made goals and objectives to adopt. SELOs may be useful in all three situations. Districts may want to review their established goals in the light of these documents. They may use the documents as a springboard for developing goals that are suitable for their own community. They may take parts of some, or all of, the existing documents for their own goals.

The SELO documents will help districts to analyze the scope and sequence of their program across all content areas. They will provide a means to look at curriculum across the K–12 program.

Elementary Level. SELOs can be used in the elementary school to review the curriculum offerings in all content areas and to select from this vast array of goals those that realistically can be chosen for students in the K–6 program. The elementary staff can give attention to providing a balanced program that encompasses all of career education.

Elementary staff can use SELOs to determine whether they have a sequential development of learnings within their elementary curriculum.

SELOs can be compared with the goals of the commercial materials in use in the school to look for commonalities, gaps or differences in empnasis.

Secondary Level. SELOs may be used by chairpersons and committees within the secondary school to help review the comprehensiveness of the school program. They can also be used among the chairpersons and faculty as a base for establishing interdisciplinary dimensions in the curriculum. It is also desirable to view career education in its vertical dimension by looking at what is emphasized at each level.

SELOs can be used to identify what is essential to be learned in each management task, as well as to describe manageable parameters of the secondary school program offerings that should be available to students.

Classrooms. Teachers can make use of SELOs to review classroom goals for students, to review how student progress is reported to parents, whether there is a comprehensive approach to career education, whether there is sufficient depth in meeting the individual needs of some learners, and whether there is sufficient flexibility in adapting program goals to learners who are not yet able to handle the goals established for the group.

Nine Student Outcome Goals:

1. Awareness and understanding of one's values, interests, aptitudes, rights and responsibilities as these are related to careers.
2. Interest and achievement in the educational program emphasizing communications and basic skill areas.
3. Understanding of the relationship between what is learned in school and its relevance to the world of work.
4. Understanding of the world of work and its impact on the individual and society.
5. Decision making skills related to assessing, planning, implementing and evaluating career choices.
6. Work entry level skills upon exiting formal educational program.
7. Recognition of the need for continual learning as it relates to life-pattern changes in a changing society and environment.
8. Appreciation for healthful living and leisure time pursuits as contributors to self-realization.
9. Understanding of, appreciation for, and development of family life skills.

Although a comprehensive, state-wide program for career education may help to decrease unemployment over time, the purpose of this effort is not directly to increase employment in Minnesota. Nor is it to serve the human power needs of business and industry in this state, although again this may be a side effect. The Career Education Plan addresses quality of life in Minnesota. Its aim is to ensure that every student shall have the opportunity to develop her/his career with the greatest possible awareness of self, world, work and of the variety of educational resources which one may utilize to prepare for that career. More specifically, the Career Education Plan assists school districts in making education at all levels relevant to work values and to life roles and choices such as family, leisure and community involvement. The Plan's major goal is to help those who teach and those who learn to increase the emphasis they place on career development, exploration, decision making and life planning, and to do it in a way that will eliminate bias and stereotyping in terms of race, sex, age, economic status and handicap in such activities.

An examination of the nine student outcome goals and the management tasks on the reverse side of this poster reveals that there is considerable overlap between career education and other aspects of school — especially the developmental components found in the areas of guidance, social studies, drug education and human relations. Coordination of curriculum and other interventions is necessary in order to maximize student benefits and to reduce duplication of efforts.

If career education is to be truly comprehensive it cannot be left solely as a responsibility for educators. The entire community needs to be drawn upon in order to give students wide-range career exposure. Business, labor and service organizations have recognized the value of becoming involved in career education in the schools. Explorer Scouts, 4H, service groups, parents, National Alliance of Business, NAACP, Business and Professional Women, National Organization for Women, Vocational Rehabilitation Division are a few of many resources which have been tapped for career education.